

**Magnolia Independent School District**  
**Williams Elementary**  
**2023-2024 Campus Improvement Plan**

# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 12
  - Goal 1: MISD students will achieve their maximum academic potential. 12
  - Goal 2: MISD will provide a secure, nurturing, and disciplined learning environment. 14

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Williams Elementary School is a Title I campus in Magnolia ISD. Our campus serves PK-4th grades. Additionally, we have an ECSE program on our campus, which provides services for qualified 3 and four-year-olds. Our identified GT students attend a REACH program for advanced academics. Our economically disadvantaged population has dropped three points to 67% from the previous school year. We provide both English and bilingual classes to most grade levels. We are currently the largest elementary in Magnolia ISD, therefore we have fortunate to have a large staff of approximately 120 teachers, paraprofessionals, and support staff.

### Demographics Strengths

The demographics of our campus zone allow us to receive Title I funding, benefitting each classroom. We have historically held a high staff retention rate due to intentional hiring, mentoring programs, and the impact of teacher coaching cycles.

## Student Learning

### Student Learning Summary

While we scored just above state and district averages for 2022-2023 on the composition section of STAAR RDG in 3rd and 4th grades, we scored below district average on overall writing in 3rd, showing that R/E skills pulled us down further than they pulled other campuses down. In 4th, while we still scored slightly higher than district and state on overall writing points, the R/E erased a much larger difference between our campus and district/state averages.

Average score on writing composition (3rd) - 3.53 (state 2.53, district 3.39)

Average score on all writing points (3rd) - 12/26 (state 11/26, district 13/26)

Average score on writing composition (4th) - 4.3 (state 2.71, district 3.92)

Average score on all writing points (4th) - 14/26 (state 12/26, district 12/26)

### Student Learning Strengths

Teachers and support staff meet during PLC and planning as a continuous cycle to improve Tier 1 instruction to promote academic engagement, including in writing. Intentional small groups target academic deficits and are provided daily in each class and as flex groups across the grade level.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student STAAR scores were impacted by poor written constructed responses. **Root Cause:** Students were not given adequate and timely writing instruction for the written responses.

# School Processes & Programs

## School Processes & Programs Summary

Williams Elementary empowers our community of learners by supporting their academic, social, and emotional needs. We are able to make this mission a commitment by utilizing a leadership team as part of our decision making process. Each grade level has a team facilitator, who guides their team through instructional challenges to ensure student growth. Students in grades K-4 have an intervention time built into their day. They are able to obtain both reading and math enrichment/support for 50 minutes during the MOVE time block each day.

WES plans to continue to recruit and retain highly qualified staff to fill any vacancies as they arise. We ensure that all staff are aware of our mission and vision. Williams is proud of our campus climate and culture and intend on continue to make this a priority.

## Mission

Williams Elementary will empower our community of learners by supporting their academic, social, and emotional needs.

## Vision

Our campus will provide a safe, effective learning environment that enables each individual to reach his or her greatest potential. We will do this by continuing to create a welcoming and supportive learning environment for students and staff.

## Values

Our core values include an understanding and demonstration of respect, responsibility, compassion, honesty, and perseverance.

## Character Traits

RESPECT RESPONSIBILITY COMPASSION HONESTY PERSEVERANCE

## Motto

Be the difference

## School Processes & Programs Strengths

Intervention time for RDG & Math (MOVE time= more opportunities for vital enrichment)

PLC each week for each team

Planning each week for each grade and content area

PBIS implementation

Campus HUB for all campus information for teachers and staff

# Perceptions

## Perceptions Summary

An organizational health inventory was given to staff in March of 2023. The survey measured staff perceptions of the culture and internal dynamics of the school. The principal was replaced with an acting principal in December and that individual was later named principal in May of 2023. The campus was in a period of limbo, and the feeling of unknown may have impacted this data. Data reflected that the staff felt that they were unaware of the goal focus. The campus has made it a priority this year to increase staff ability to have clarity, acceptance, support, and advocacy for the campus.

While we have positive parent engagement, we have a limited amount of parents who are willing to be part of our PTO. The response from parents (sent a survey) indicated that work restricted their ability to volunteer on campus and attend planning events. It is noted that we have a large number of community members who attend events to support the school.

Communication among staff and to parents is strong, helping to build a positive climate and relations.

## Perceptions Strengths

There is a significant improvement in communication to parents and families via social media, school messenger, email, and campus text. Parent and teacher communication remains strong with email, newsletters, and communication apps.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: September 22, 2023





**Goal 1:** MISD students will achieve their maximum academic potential.

**Performance Objective 1:** WES will create a compelling mission/vision/values that will be internalized by all stakeholders to drive campus decision-making.

**Evaluation Data Sources:** staff feedback, OHI

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue current performance objective goal.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The Leadership Team, in conjunction with staff, will generate a mission/vision/values for the campus.  <b>Strategy's Expected Result/Impact:</b> The campus will have a cohesive goal focus.  <b>Staff Responsible for Monitoring:</b> CORE team members</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			





**Goal 1:** MISD students will achieve their maximum academic potential.

**Performance Objective 2:** WES will provide consistent and actionable teacher feedback to promote staff and student growth.

**Evaluation Data Sources:** QR code feedback form based on rigor and relevance rubric and aligned with T-TESS Domains II and III

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue performance objective goal.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Teachers will be provided with feedback from frequent walkthroughs.  <b>Strategy's Expected Result/Impact:</b> Teachers will be able to use feedback to address concerns immediately.  <b>Staff Responsible for Monitoring:</b> Administration and Academic Coordinator</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
	N/A	N/A	
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 2:** MISD will provide a secure, nurturing, and disciplined learning environment.

**Performance Objective 1:** The campus will conduct two safety drills a month. We will provide SEL lessons to promote safety and security for all students.

**Evaluation Data Sources:** referrals, OHI, drill response (in log), safety committee debrief after drills

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** This goal should be continued to ensure the changes in drill procedures continue to be treated as a priority.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The administration will create a monthly schedule of drills. Drill type will be alternated to expose students and staff to all potential drill situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will respond quickly to a variety of drills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			